



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our social studies content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student growth and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The item specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means the test content is limited to only those items listed.
- The assessments contain items aligned to the Arizona Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects. The content emphasis for these standards shown on the item specifications is copied directly from the Arizona Examples and Explanations document available from the Arizona Department of Education.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.
- Some item specification documents may have notes about a standard being instructionally linked to another standard. This is an optional notation that some item specification authors chose to record as additional information about how certain standards relate to each other.
- The U.S. History assessment does represent the entirety of American history. It was named U.S. History to reflect the common course name used in Arizona high schools.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to social studies instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,  
MCESA Assessment Department

## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

Content Statement	Item Specifications	DOK
<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Key Ideas and Details</b>  <b>11-12.RH.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  <b>11-12-RH-1</b>	<u>Content Emphasis:</u>  <u>From AZ Explanations and Examples</u> This standard requires students to examine the details of a primary (firsthand accounts) or secondary source (secondhand accounts) to support their analysis of the document. Sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc. Textual evidence could include: author's main point, purpose and perspective, fact versus opinion, differing points of view, credibility and validity of the text. Students might also consider date, bias, intended audience and the possibility of changes due to translation. Students connect details to attain conclusions of the text as a whole.  <u>Examples:</u> <ul style="list-style-type: none"> <li>Students read <i>Federalist Paper No. 10</i>, examining Madison's arguments favoring a representative system of government over a pure democracy including such arguments as those against the power of factionalism in society. SSHS-S1C4-04d</li> <li>Students read a summary of the Kyoto Accords <a href="http://unfccc.int/kyoto_protocol/items/2830.php">http://unfccc.int/kyoto_protocol/items/2830.php</a> to predict its impact on future policy decisions by the nations which signed it. SSHS-S4C5-03</li> </ul>	<u>DOK essence of the standard:</u>  2  <u>Type of Assessment:</u>  MC or CR

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AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>DOK essence of the standard:</u>
<b>Key Ideas and Details</b>	<u>From AZ Explanations and Examples</u>	
<b>11-12.RH.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	The standard requires the identification of primary sources (firsthand accounts) and secondary sources (secondhand accounts) for analysis. Sources include: journals, maps, illustrations, photographs, documentaries, logs, records, etc. Students must identify key ideas and/or events in primary or secondary texts and then provide a summary of how the author develops the key idea. Key ideas could be developed thematically, sequentially, anecdotally, consequentially, procedurally, or in order of importance. In addition, students must summarize ideas and details to show their understanding of this relationship and interconnectedness.	3
<b>11-12-RH-2</b>	Examples: <ul style="list-style-type: none"> <li>Students determine the central ideas found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and providing a summary that makes clear the relationships among the key details and ideas of each text and between the texts. Common Core State Standards, Appendix B, p. 183 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>Students will examine the Library of Congress photographic collections to observe the impact of the Great Depression on migrant children and their families. <ul style="list-style-type: none"> <li><i>Dorothea Lange California Resettlement Photos</i> (<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(cph+3c28944))">http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(cph+3c28944))</a>)</li> <li><i>Views from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941</i> <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/#">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/#</a></li> <li>SSHS-S1C8-01 b.&amp; c.</li> </ul> </li> <li>Students keep records for a month of government and corporate reports in order to track these reports' relative influence upon the Dow Jones average. These reports can be found in daily news coverage, e.g., <a href="http://www.bloomberg.com/">http://www.bloomberg.com/</a>.</li> </ul>	<u>Type of Assessment:</u>  MC or CR
	SSHS-S5C1-0	

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<p><b>Key Ideas and Details</b></p> <p><b>11-12.RH.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>11-12-RH-3</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to create a chain of causation which can be supported by details from the text. When such a chain cannot be clearly built, students are to acknowledge that causation is not complete and clear.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Students will connect the Amendments of the US Constitution to the political developments that led to the passage of each. SSHS-S3C4-01</li> <li>Students will analyze editorials from the <i>Wall Street Journal</i> and the <i>New York Times</i> supporting or opposing the monetary policies set by the Federal Reserve Bank. SSHS-S5C3-05; SSHS-S5C3-06</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Craft and Structure</b></p> <p><b>11-12.RH.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>11-12-RH-4</b></p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>This standard asks students to use a variety of strategies (context clues, linguistic roots and affixes, restatement, examples, contrast, glossary, etc.) to determine the meaning of words and phrases in the text. Historic context of vocabulary may need to be researched.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Students use the majority opinions from the Supreme Court cases <i>Plessy v. Ferguson</i> (1896) and <i>Brown v. Board</i> (1954) to examine the term “<i>equal</i>.” SSHS-S1C7-02a; SSHS-S1C2-02c</li> <li>Students describe the functioning of a “free market,” including how a market price is determined, how price determines behaviors, and theories of production. SSHS-S5C2-02a.- f.</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

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AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>DOK essence of the standard:</u>
<b>Craft and Structure</b>	Not assessed.	
<b>11-12.RH.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<u>From AZ Explanations and Examples</u> The standard asks students to evaluate a primary source noting how its structure reinforces its meaning. Students identify the parts of text and how they work together as a whole. They identify thesis statements, supporting details, and conclusions, as well as transition statements. They recognize the power of voice and diction in texts.	<u>Type of Assessment:</u>
<b>11-12-RH-5</b>	Examples: <ul style="list-style-type: none"> <li>Students will analyze the Declaration of Independence outlining the key grievances against King George III and the steps of remonstrance before the colonists chose revolution as their course of action. SSHS-S1C4-03d</li> <li>Student will analyze the text of the Seneca Falls Declaration of Sentiments noting how the document builds outrage against the many forms of discrimination against women during the 19th century in the US. SSHS-S1C7-02a</li> </ul>	

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<b>Craft and Structure</b>	Not assessed.	<u>Type of Assessment:</u>
<b>11-12.RH.6.</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<u>From AZ Explanations and Examples</u> The standard requires students to read with a keen eye for the stated assumptions and unstated inferences which provide insight into the author's purpose. Students should be able to recognize balance or imbalance, loaded language, details purposefully excluded and the use of excerpted quotes by authors.	
<b>11-12-RH-6</b>	<u>Examples:</u> <ul style="list-style-type: none"> <li>Students will read newspaper accounts of the 1947 Partition of Palestine in a Zionist as well as an Arab account.</li> <li>Zipporah Porath, from her book, <i>"Letters from Jerusalem, 1947-1948,"</i></li> <li>Speech by Egyptian Delegate Mahmoud Bey Fawzi to the UN General Assembly: <a href="http://www.scribd.com/doc/3504377/Mandate-of-Destiny-The-1947-United-Nations-Decision-to-Partition-Palestine">http://www.scribd.com/doc/3504377/Mandate-of-Destiny-The-1947-United-Nations-Decision-to-Partition-Palestine</a> pp. 36-38.</li> <li>SSHS-S4C2-04</li> <li>Students read selections from the Lincoln-Douglas Debate at Freeport, IL (August 27, 1858) to distinguish Lincoln's view of slavery in the territories from that of his opponent Stephen A. Douglas. SSHS-S1C6-01e.</li> </ul>	

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<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>11-12.RH.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>11-12-RH-7</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessable.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard requires that students use charts, graphs, and other media along with text to address a question or a problem.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Students integrate the information provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented visually in the FedViews report. In their analysis of these sources of information presented in diverse formats, students frame and address a question or solve a problem raised by their evaluation of the evidence. Common Core State Standards, Appendix B, p. 183 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>Students will use <i>Consumer Reports</i>, scientific charts, and graphs to verify reliability of online advertising for a product. SSHS-S5C5-02; ETHS-S5C1-05</li> <li>Students research voter turnout in national elections in the United States and other democracies, to explain voter participation or voter apathy. SSHS-S3C5-01</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
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AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>DOK essence of the standard:</u>
<b>Integration of Knowledge and Ideas</b>	Not assessed.	
<b>11-12.RH.8.</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	<u>From AZ Explanations and Examples</u> Students should judge if the details in a text are logical or if details reasonably support the author's claims through the use of corroborating or challenging information. Some criteria for assessing the text include the number of the examples given, the strength of the examples, the credibility of sources used and the accuracy of the text. Students should determine if the details given within the text lead the reader to the same conclusions.	<u>Type of Assessment:</u>
<b>11-12-RH-8</b>	This standard requires that students study an author's writing in comparison with accounts which differ from that author's account as well as accounts which agree with the author's interpretation. Students then must decide whether the original author premises were valid or not.  <u>Examples:</u> <ul style="list-style-type: none"> <li>• Students evaluate the premises of James M. McPherson's argument regarding why Northern soldiers fought in the Civil War by corroborating the evidence provided from the letters and diaries of these soldiers with other primary and secondary sources and challenging McPherson's claims where appropriate. Common Core State Standards, Appendix B, p. 183 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>• Students read two accounts of the Indian Wars during the 19th and early 20th centuries, one from the view point of the US Cavalry and another from Native Americans. SSHS-S1C7-03a</li> <li>• Students use a political cartoon satirizing William Jennings Bryan holding his "Cross of Gold" and a speech or newspaper editorial opposing free silver to decide whether the gold standard was good or bad for Americans as a whole. (Cartoon by Grant Hamilton, printed in "Judge" Magazine, 1896, Image from <i>Coin's Financial School</i> (1894)) SSHS-S1C7-01c</li> </ul>	



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<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>11-12.RH.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>11-12-RH-9</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>Primary sources are the basis on which historians draw their conclusions. At the same time secondary sources often give a current view of past events. Both are necessary when students investigate history.</p> <p>This standard requires students to read multiple accounts of an event and construct their own interpretation using pertinent information from all of the accounts. While doing so, students will note any discrepancies among sources.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Students write a “morning after” analysis of a national election to interpret trends and predict future impacts on the nation. SSHS-S1C10-01</li> <li>• Students read accounts, watch newsreel footage and review photographs which document the transformation of society on the home front during World War II, paying close attention to the roles of women and minorities. SSHS-S1C8-02c</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>11-12.RH.10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>11-12-RH-10</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>This standard requires students to be at the 11<sup>th</sup>-grade reading level by the end of their 11<sup>th</sup>-grade year in school and the 12<sup>th</sup>-grade reading level by the end of their 12<sup>th</sup>-grade year in school.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p><b>SSHS-S1C1-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p><b>SSHS-S1C1-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 3. Formulate questions that can be answered by historical study and research.</p> <p><b>SSHS-S1C1-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

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<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p> <p><b>SSHS-S1C1-04</b></p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">3</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 5. Evaluate primary and secondary sources for:</p> <ul style="list-style-type: none"> <li>a. authors' main points</li> <li>b. purpose and perspective</li> <li>c. facts vs. opinions</li> <li>d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)</li> <li>e. credibility and validity</li> </ul> <p><b>SSHS-S1C1-05</b></p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

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<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p><b>SSHS-S1C1-06</b></p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">3</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 7. Compare present events with past events:</p> <ul style="list-style-type: none"> <li>a. cause and effect</li> <li>b. change over time</li> <li>c. different points of view</li> </ul> <p><b>SSHS-S1C1-07</b></p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

## POST ASSESSMENT ITEM SPECIFICATIONS

### HIGH SCHOOL U.S. HISTORY

<b>Strand 1:</b> <b>American History</b>  <b>Concept 2: Early Civilizations</b>  PO 1. Describe Prehistoric Cultures of the North American continent:  a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)  <b>SSHS-S1C2-01</b>	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>
		<u>Type of Assessment:</u>
<b>Strand 1:</b> <b>American History</b>  <b>Concept 3: Exploration and Colonization</b>  PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples:  a. Religious (e.g., conversion attempts) b. Economic (e.g., land disputes, trade) c. Social (e.g., spread of disease, partnerships) d. Food (e.g., corn) e. Government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)  <b>SSHS-S1C3-01</b>	<u>Content Emphasis:</u>  Can include: Economic: <ul style="list-style-type: none"> <li>• Conflicting views of land use and ownership</li> <li>• Impact of the spread of diseases</li> <li>• Impact of the trade of different types of plant (e.g., tobacco, corn, potatoes)</li> </ul> <u>Stimulus type:</u> <ul style="list-style-type: none"> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<u>DOK essence of the standard:</u>  2
		<u>Type of Assessment:</u>  MC

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<b>Strand 1: American History</b>	<u>Content Emphasis:</u>	<u>DOK essence of the standard:</u>
<p><b>Concept 3: Exploration and Colonization</b></p> <p>PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p> <p><b>SSHS-S1C3-02</b></p>	<p>Can include:</p> <ul style="list-style-type: none"> <li>• Motivations for European colonization: <ul style="list-style-type: none"> <li>• Dutch (e.g., trade settlements)</li> <li>• France – Fur trade (e.g., land, fur outposts)</li> <li>• Spain (already established) (e.g., gold, glory, land, spread of Christianity)</li> <li>• England (e.g., land, trade, gold, religious freedom)</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Mayflower Compact</li> <li>• VA Charter</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p style="text-align: center;">2</p> <p style="text-align: center;"><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

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<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 3: Exploration and Colonization</b></p> <p>PO 3. Compare the characteristics of the New England, Middle, and Southern colonies:</p> <p style="padding-left: 40px;">a. Colonial governments geographic influences, resources, and economic systems</p> <p style="padding-left: 40px;">b. Religious beliefs and social patterns</p> <p><b>SSHS-S1C3-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Characteristics of colonies <ul style="list-style-type: none"> <li>• New England <ul style="list-style-type: none"> <li>• Town Hall Meeting</li> <li>• Small farms</li> <li>• Fishing &amp; ship building</li> <li>• Puritans</li> <li>• Craftsmen and trade</li> </ul> </li> <li>• Middle Colonies <ul style="list-style-type: none"> <li>• Quakers</li> <li>• Diversity</li> <li>• Craftsmen and trade</li> <li>• Wheat, corn, cattle</li> </ul> </li> <li>• Southern Colonies <ul style="list-style-type: none"> <li>• House of Burgess</li> <li>• Plantations</li> <li>• Jamestown – tobacco</li> </ul> </li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Paintings and pictures</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Excerpts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 3: Exploration and Colonization</b></p> <p>PO 4. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams Anne Hutchinson, John Winthrop).</p> <p><b>SSHS-S1C3-04</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Impact of key colonial figures: <ul style="list-style-type: none"> <li>• Winthrop (Leader) – City on a Hill</li> <li>• Anne Hutchinson – dissenter</li> <li>• Williams – Founder of Rhode Island <ul style="list-style-type: none"> <li>▪ Religious Tolerance</li> </ul> </li> <li>• Penn – Quakers – Pacifism</li> <li>• Smith – VA – work and order <ul style="list-style-type: none"> <li>▪ Save Jamestown</li> </ul> </li> <li>• John Rolfe – Tobacco</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts from City on a Hill</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">1</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 4: Revolution and New Nation</b></p> <p>PO 1. Assess the economic, political, and social reasons for the American Revolution:</p> <p style="padding-left: 40px;">a. British attempts to tax and regulate colonial trade as a result of the French and Indian War</p> <p style="padding-left: 40px;">b. Colonists’ reaction to British policy ideas expressed in the Declaration of Independence</p> <p><b>SSHS-S1C4-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• British attempts to regulate colonial trade: <ul style="list-style-type: none"> <li>• Intolerable Acts</li> <li>• Stamp Act</li> <li>• Tea Act</li> <li>• Townshend Act</li> <li>• Boston Massacre</li> </ul> </li> <li>• The grievances listed in the Declaration of Independence as they correspond to specific British policies</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Paintings, pictures, political cartoons</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>1, 2, or 3 Depending on type of assessment</p> <p><u>Type of Assessment:</u></p> <p>MC, CR, PBA</p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 4: Revolution and New Nation</b></p> <p>PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war.</p> <p><b>SSHS-S1C4-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Effects of European involvement</li> <li>• France – Lafayette, French diplomatic and military support</li> <li>• Financial support from European powers</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Paintings, pictures, political cartoons</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Excerpts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>MC</p>

## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 4: Revolution and New Nation</b></p> <p>PO 3. Describe the significance of major events in the Revolutionary War:</p> <ul style="list-style-type: none"> <li>a. Lexington and Concord</li> <li>b. Bunker Hill</li> <li>c. Saratoga</li> <li>d. Writing and ratification of the Declaration of Independence</li> <li>e. Yorktown</li> </ul> <p><b>SSHS-S1C4-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Significance of Major Events: <ul style="list-style-type: none"> <li>a. Lexington and Concord –“The shot heard around the world.”</li> <li>b. Bunker Hill</li> <li>c. Saratoga-French help and turning point in the revolution</li> <li>d. Writing and ratification of the Declaration of Independence</li> <li>e. Yorktown-surrender of Cornwallis, Treaty of Paris</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Timelines</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Excerpts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">1</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 4: Revolution and New Nation</b></p> <p>PO 4. Analyze how the new national government was created:</p> <ul style="list-style-type: none"> <li>a. Albany Plan of Union influenced by the Iroquois Confederation</li> <li>b. Articles of Confederation</li> <li>c. Constitutional Convention</li> <li>d. Struggles over ratification of the Constitution</li> <li>e. Creation of the Bill of Rights</li> </ul> <p><b>SSHS-S1C4-04</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Reasons for new national government: Weaknesses of the Articles of Confederation</li> <li>• Aspects of the Constitutional Convention <ul style="list-style-type: none"> <li>• New Jersey Plan vs. Virginia Plan</li> <li>• The Great Compromise</li> <li>• Three-Fifths Compromise</li> <li>• Federalists vs. Anti-Federalists</li> <li>• Ratification of the Constitution (Bill of Rights)</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 4: Revolution and New Nation</b></p> <p>PO 5. Examine the significance of the following in the formation of a new nation:</p> <ol style="list-style-type: none"> <li>presidency of George Washington</li> <li>economic policies of Alexander Hamilton</li> <li>creation of political parties under Thomas Jefferson and Alexander Hamilton</li> <li>the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as <i>Marbury v. Madison</i></li> </ol> <p><b>SSHS-S1C4-05</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>Precedents set by Washington: <ul style="list-style-type: none"> <li>Cabinets</li> <li>Term limits</li> <li><i>Farewell Address</i> (Foreign affairs, avoidance of political parties)</li> </ul> </li> <li>Alexander Hamilton <ul style="list-style-type: none"> <li>Economic policies</li> <li>Creation of national bank</li> <li>Selection of D.C. as capital</li> </ul> </li> <li>Creation of Federalist Party and Democratic Republicans</li> <li><i>Marbury v. Madison</i> (Establish Judicial Review)</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>Excerpts</li> <li>Flow charts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2 or 3 Depending on type of assessment</p> <p><u>Type of Assessment:</u></p> <p>MC or CR</p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 4: Revolution and New Nation</b></p> <p>PO 6. Examine the experiences and perspectives of the following groups in the new nation:</p> <ol style="list-style-type: none"> <li>Property owners</li> <li>African Americans</li> <li>women</li> <li>Native Americans</li> <li>Indentured servants</li> </ol> <p><b>SSHS-S1C4-06</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 5: Westward Expansion</b></p> <p>PO 1. Trace the growth of the American nation during the period of western expansion:</p> <ul style="list-style-type: none"> <li>a. Northwest Territory</li> <li>b. Louisiana Territory</li> <li>c. Florida</li> <li>d. Texas</li> <li>e. Oregon Country</li> <li>f. Mexican Cession</li> <li>g. Gadsden Purchase</li> <li>h. Alaska</li> </ul> <p><b>SSHS-S1C5-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Growth of American Nation</li> <li>• Manifest Destiny</li> <li>• Acquisition of territories               <ul style="list-style-type: none"> <li>• Northwest Ordinance (1787)</li> <li>• Louisiana Purchase (1803)</li> <li>• Adams-Onís Treaty: Annexed from Spain (1821)</li> <li>• Texas Revolution (1835) and annexation (1846)</li> <li>• Oregon Treaty (Great Britain): “Fifty-four Forty, or Fight!”</li> <li>• Mexican War and Treaty of Guadalupe Hidalgo (1846-1848)</li> <li>• Gadsden Purchase (1853)</li> <li>• Alaska (Seward’s Folly) (1867)</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Paintings and pictures</li> <li>• Timelines</li> <li>• Maps</li> <li>• Excerpts</li> <li>• Can include a map or the painting <i>American Progress</i> by John Gast</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 5: Westward Expansion</b></p> <p>PO 2. Analyze how the following events affected the political transformation of the developing nation:</p> <ul style="list-style-type: none"> <li>a. Jefferson's Presidency</li> <li>b. War of 1812</li> <li>c. Jackson's Presidency</li> </ul> <p><b>SSHS-S1C5-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Political Transformations of the developing nation</li> <li>• Thomas Jefferson <ul style="list-style-type: none"> <li>• Embargo of 1807</li> <li>• Louisiana Purchase</li> <li>• Outcomes of War of 1812</li> <li>• Increase in nationalism (Francis Scott Key, <i>Star Spangled Banner</i>)</li> </ul> </li> <li>• Jackson's Presidency <ul style="list-style-type: none"> <li>• Indian Removal Act results in the Trail of Tears</li> <li>• Nullification Crisis</li> <li>• Bank War</li> <li>• Spoils System</li> <li>• Jacksonian Democracy</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Charts, tables, graphs</li> <li>• Paintings, pictures, political cartoons</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Maps</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC or CR</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 5: Westward Expansion</b></p> <p>PO 3. Identify how economic incentives and geography influenced early American explorations:</p> <p>a. Explorers (e.g., Lewis and Clark, Pike, Fremont) b. Fur traders c. Miners d. Missionaries (e.g., Father Kino, Circuit Riders)</p> <p><b>SSHS-S1C5-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Incentives for exploration</li> <li>• Economic</li> <li>• Religious</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 5: Westward Expansion</b></p> <p>PO 4. Describe the impact of European-American expansion on native peoples.</p> <p><b>SSHS-S1C5-04</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 5: Westward Expansion</b></p> <p>PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States:</p> <ul style="list-style-type: none"> <li>a. Transportation improvements (e.g., railroads, canals, steamboats)</li> <li>b. Factory system manufacturing</li> <li>c. Urbanization</li> <li>d. Inventions (e.g., telegraph, cotton gin, interchangeable parts)</li> </ul> <p><b>SSHS-S1C5-05</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Impact of improvements in transportation on the expansion of the west <ul style="list-style-type: none"> <li>• Canals</li> <li>• Railroads</li> <li>• Steamboats</li> </ul> </li> <li>• Factory system <ul style="list-style-type: none"> <li>• Lowell textile mills and northern industrialization</li> </ul> </li> <li>• Urbanization <ul style="list-style-type: none"> <li>• Growth in factory towns in the Northeast and Midwest</li> </ul> </li> <li>• Inventions <ul style="list-style-type: none"> <li>• Cotton gin and growth of slavery</li> <li>• Interchangeable parts and growth of factory system</li> <li>• Telegraph and ease of communication</li> <li>• McCormick's reaper</li> </ul> </li> <li>• The impact of these aspects of the industrial revolution includes: <ul style="list-style-type: none"> <li>• Opening the West</li> <li>• Industrialization in the north</li> <li>• Conflict between rural and urban</li> <li>• Growth of slavery in the south</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Charts, tables, graphs</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

Strand 1: American History	<u>Content Emphasis:</u>	<u>DOK essence of the standard:</u>
<b>Concept 6: Civil War and Reconstruction</b>	Can include:	2
PO 1. Explain the economic, social, and political causes of the Civil War:	<ul style="list-style-type: none"> <li>• Economic causes of the Civil War               <ul style="list-style-type: none"> <li>• Industrialization in the North and the agricultural South</li> <li>• Southern cotton supplying Northern textile mills</li> </ul> </li> <li>• Social causes of the Civil War               <ul style="list-style-type: none"> <li>• Tensions rise because of abolitionist movement in the North</li> <li>• Polarization of opinion (John Brown, Frederick Douglass, Dred Scott, Fugitive Slave Act)</li> </ul> </li> <li>• Political Causes of the Civil War               <ul style="list-style-type: none"> <li>• Attempts to preserve a balance of power in the Senate resulted in sectionalism (Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, popular sovereignty)</li> <li>• Results of the election of 1860 lead to secession</li> </ul> </li> </ul>	<u>Type of</u>
<ul style="list-style-type: none"> <li>a. Economic and social differences between the North, South, and West</li> <li>b. Balance of power in the Senate (e.g., Missouri and 1850 Compromises)</li> <li>c. Extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act)</li> <li>d. Role of abolitionists (e.g., Frederick Douglass and John Brown)</li> <li>e. Debate over popular sovereignty/states' rights</li> <li>f. Presidential election of 1860</li> </ul>	<u>Stimulus type:</u> <ul style="list-style-type: none"> <li>• Charts, tables, graphs</li> <li>• Excerpts</li> <li>• Maps</li> <li>• Paintings, pictures, political cartoons</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Population graph showing differences between North, South, West</li> <li>• Primary Source excerpts of the Dred Scott case</li> <li>• Excerpts from <i>Uncle Tom's Cabin</i></li> </ul>	<u>Assessment:</u>  MC
<b>SSHS-S1C6-01</b>		

## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 6: Civil War and Reconstruction</b></p> <p>PO 2. Analyze aspects of the Civil War:</p> <ul style="list-style-type: none"> <li>a. Changes in technology</li> <li>b. Importance of resources</li> <li>c. Turning points</li> <li>d. Military and civilian leaders</li> <li>e. Effect of the Emancipation Proclamation</li> <li>f. Effect on the civilian populations</li> </ul> <p><b>SSHS-S1C6-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Importance of resources <ul style="list-style-type: none"> <li>• Discrepancy of resources as a reason why the South lost</li> </ul> </li> <li>• Turning points <ul style="list-style-type: none"> <li>• Antietam leads to the Emancipation Proclamation</li> <li>• Vicksburg/Gettysburg</li> <li>• Sherman’s March</li> </ul> </li> <li>• Impact of military and civilian leaders on the outcome of the war <ul style="list-style-type: none"> <li>• Lincoln, Davis, Grant, Lee</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Charts, tables, graphs</li> <li>• Excerpts</li> <li>• Paintings, pictures, political cartoons</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 6: Civil War and Reconstruction</b></p> <p>PO 3. Analyze immediate and long term effects of Reconstruction in post-Civil War America:</p> <ul style="list-style-type: none"> <li>a. Various plans for reconstruction of the South</li> <li>b. Lincoln's assassination</li> <li>c. Johnson's impeachment</li> <li>d. Thirteenth, Fourteenth, and Fifteenth Amendments</li> <li>e. Resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)</li> </ul> <p><b>SSHS-S1C6-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Different Reconstruction plans <ul style="list-style-type: none"> <li>• Unification vs. punishment of the South</li> <li>• Presidential reconstruction</li> <li>• Congressional reconstruction</li> <li>• Radical Republicans</li> <li>• Freedmen's Bureau Act of 1865</li> </ul> </li> <li>• Long term effects of Reconstruction <ul style="list-style-type: none"> <li>• Johnson's impeachment sets precedent</li> <li>• 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</li> <li>• Jim Crow laws</li> <li>• KKK</li> <li>• Compromise of 1877</li> <li>• Republican state governments in the South</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Paintings, pictures, and political cartoons</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<b>Strand 1: American History</b>	<u>Content Emphasis:</u>	<u>DOK essence of the standard:</u>
<b>Concept 7: Emergence of the Modern United States</b>	Can include:	2
<p>PO 1. Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19<sup>th</sup> century:</p> <ul style="list-style-type: none"> <li>a. Mass production</li> <li>b. Monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act)</li> <li>c. Economic philosophies (e.g., laissez-faire, Social Darwinism, free silver)</li> <li>d. Labor movement (e.g., Bisbee Deportation)</li> <li>e. Trade</li> </ul>	<ul style="list-style-type: none"> <li>• The effects of industrialization on the American economy</li> <li>• Mass production leads to urbanization</li> <li>• Economic philosophies lead to greater wealth disparity</li> <li>• Economic philosophies lead to the development of monopolies and trusts</li> <li>• Government regulations of monopolies               <ul style="list-style-type: none"> <li>• Interstate Commerce Act (1887)</li> <li>• Sherman Antitrust Act (1890)</li> <li>• Clayton Antitrust Act (1914)</li> </ul> </li> <li>• Labor movement               <ul style="list-style-type: none"> <li>• Knights of Labor</li> <li>• American Federation of Labor</li> <li>• Socialist Party</li> <li>• Industrial Workers of the World</li> </ul> </li> </ul>	<u>Type of Assessment:</u>  MC
<b>SSHS-S1C7-01</b>	<u>Stimulus type:</u> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Paintings, pictures, and political cartoons</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Tables, charts, and graphs</li> </ul>	

## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

Strand 1: American History	<u>Content Emphasis:</u>	<u>DOK essence of the standard:</u>
<b>Concept 7: Emergence of the Modern United States</b>		2
PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:		<u>Type of Assessment:</u>
<ul style="list-style-type: none"> <li>a. Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, <i>Plessy v. Ferguson</i>)</li> <li>b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)</li> <li>c. urbanization and social reform (e.g., health care, housing, food &amp; nutrition, child labor laws)</li> <li>d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)</li> <li>e. consumerism (e.g., advertising, standard of living, consumer credit)</li> <li>f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)</li> </ul>	<p>Can include:</p> <ul style="list-style-type: none"> <li>• Civil Rights issues at the turn of the century:               <ul style="list-style-type: none"> <li>• Women’s Suffrage Movement</li> <li>• <i>Plessy v. Ferguson</i></li> <li>• Dawes Severalty Act</li> </ul> </li> <li>• Immigration patterns at the turn of the century               <ul style="list-style-type: none"> <li>• Development of ethnic communities in the major cities</li> <li>• Government legislation regarding immigration</li> </ul> </li> <li>• Social impact of mass media on American society</li> <li>• Muckrakers leading to progressive reform</li> <li>• Social changes in the Roaring Twenties               <ul style="list-style-type: none"> <li>• Changing women’s roles</li> <li>• Harlem Renaissance</li> <li>• Consumerism</li> <li>• Prohibition</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Paintings, pictures, and political cartoons</li> <li>• Tables, graphs, and charts</li> <li>• Diagrams</li> <li>• Flow charts</li> </ul>	MC
<b>SSHS-S1C7-02</b>		

## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 3. Analyze events which caused transformation of the United States during the late nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> <li>a. Indian Wars (e.g., Little Big Horn, Wounded Knee)</li> <li>b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)</li> <li>c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor)</li> <li>d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting)</li> <li>e. corruption (e.g., Tammany Hall, spoils system)</li> <li>f. World War I (e.g., League of Nations, Isolationism)</li> <li>g. Red Scare/Socialism</li> <li>h. Populism</li> </ul> <p><b>SSHS-S1C7-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Indian Wars <ul style="list-style-type: none"> <li>• Causes/effects</li> </ul> </li> <li>• Imperialism <ul style="list-style-type: none"> <li>• Reasons for U.S. foreign policy changes</li> <li>• U.S. Acquisitions</li> <li>• Shift in American foreign policy</li> </ul> </li> <li>• Progressivism <ul style="list-style-type: none"> <li>• Constitutional Amendments: 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup></li> <li>• Social Reforms</li> <li>• Teddy Roosevelt’s role in reform</li> </ul> </li> <li>• World War I <ul style="list-style-type: none"> <li>• Causes and effects of U.S. involvement in WWI</li> <li>• U.S. rejection of League of Nations</li> </ul> </li> <li>• Red Scare: <ul style="list-style-type: none"> <li>• Causes</li> <li>• Effects</li> <li>• Palmer Raids</li> </ul> </li> <li>• Populism <ul style="list-style-type: none"> <li>• Populist Party</li> <li>• Omaha Platform</li> <li>• Granger Movement</li> <li>• Free silver and bimetallism</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Political cartoons</li> <li>• Flow charts and diagrams</li> <li>• Maps</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 4. Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.</p> <p><b>SSHS-S1C7-04</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Arizona Statehood</li> <li>• Progressive ideas in the Arizona Constitution</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Flow Charts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">1</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 8: Great Depression and World War II</b></p> <p>PO 1. Describe causes and consequences of the Great Depression:</p> <ul style="list-style-type: none"> <li>a. Economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash)</li> <li>b. Dust Bowl (e.g., environmental damage, internal migration)</li> <li>c. Effects on society (e.g., fragmentation of families, Hooverville, unemployment, business failure, breadlines)</li> <li>d. Changes in expectations of government (e.g., New Deal programs)</li> </ul> <p><b>SSHS-S1C8-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Causes of the Great Depression <ul style="list-style-type: none"> <li>• Economic</li> <li>• Environmental</li> </ul> </li> <li>• Consequences of the Great Depression <ul style="list-style-type: none"> <li>• Social Effects</li> <li>• Increase in government role in the economy</li> </ul> </li> <li>• New Deal Programs <ul style="list-style-type: none"> <li>• Agricultural Adjustment Administration (AAA)</li> <li>• Works Progress Administration (WPA)</li> <li>• Tennessee Valley Authority (TVA)</li> <li>• Federal Deposit Insurance Corporation (FDIC)</li> <li>• Social Security Act</li> <li>• National Labor Relations Act</li> <li>• Securities and Exchange Commission (SEC)</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Paintings, pictures, and political cartoons</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Maps</li> <li>• Tables, graphs, and charts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 8: Great Depression and World War II</b></p> <p>PO 2. Describe the impact of American involvement in World War II:</p> <ul style="list-style-type: none"> <li>a. Movement away from isolationism</li> <li>b. Economic recovery from the Great Depression</li> <li>c. Home front transformations in the roles of women and minorities</li> <li>d. Japanese, German, and Italian internments and POW camps</li> <li>e. War mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal)</li> <li>f. Turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki</li> </ul> <p><b>SSHS-S1C8-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Impact of American Involvement in WWII <ul style="list-style-type: none"> <li>• Shift in U.S. foreign policy</li> <li>• Changing societal roles for women and minorities</li> <li>• Internment Camps</li> </ul> </li> <li>• Mobilization <ul style="list-style-type: none"> <li>• Role of propaganda</li> <li>• Navajo Code-Talkers</li> </ul> </li> <li>• Turning Points <ul style="list-style-type: none"> <li>• Pearl Harbor</li> <li>• Midway</li> <li>• D-Day</li> <li>• Introduction of nuclear warfare</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Excerpts</li> <li>• Paintings, pictures, and political cartoons</li> <li>• Tables, charts, and graphs</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 9: Postwar United States</b></p> <p>PO 1. Analyze aspects of America’s post World War II foreign policy:</p> <ul style="list-style-type: none"> <li>a. International activism (e.g., Marshall Plan, United Nations, NATO)</li> <li>b. Cold War (e.g., domino theory, containment, Korea, Vietnam)</li> <li>c. Arms Race (e.g., Cuban Missile Crisis, SALT)</li> <li>d. United States as a superpower (e.g., political intervention and humanitarian efforts)</li> </ul> <p><b>SSHS-S1C9-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• International Activism: <ul style="list-style-type: none"> <li>• Shift in U.S. foreign policy</li> <li>• U.S. role in rebuilding Europe</li> <li>• Humanitarian Efforts</li> </ul> </li> <li>• Cold War: <ul style="list-style-type: none"> <li>• Containment of Communism dominates U.S. foreign policy</li> <li>• Cold War competition (Arms race/Space race)</li> <li>• Korean Conflict</li> <li>• Vietnam War</li> <li>• Cuban Missile Crisis</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Maps</li> <li>• Paintings, pictures, and political cartoons</li> <li>• Tables, charts, and graph</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Timelines</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 9: Postwar United States</b></p> <p>PO 2. Describe aspects of American post—World War II domestic policy:</p> <ul style="list-style-type: none"> <li>a. McCarthyism</li> <li>b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments)</li> <li>c. Supreme Court Decisions (e.g., the Warren and Burger Courts)</li> <li>d. Executive Power (e.g., War Powers Act, Watergate)</li> <li>e. social reforms Great Society and War on Poverty</li> <li>f. Space Race and technological developments</li> </ul> <p><b>SSHS-S1C9-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• U.S. Domestic Policy</li> <li>• Legislation</li> <li>• Legislation that addressed Civil Rights issues</li> <li>• Supreme Court Decisions               <ul style="list-style-type: none"> <li>• <i>Miranda v. Arizona</i></li> <li>• <i>Gideon v. Wainwright</i></li> <li>• <i>Brown v. Topeka Board of Education</i></li> <li>• <i>Reynolds v. Sims</i></li> <li>• <i>New York Times Co. v. Sullivan</i></li> </ul> </li> <li>• Social Reform Great Society and War on Poverty programs</li> <li>• Executive Power               <ul style="list-style-type: none"> <li>• Military-industrial complex</li> <li>• War Powers Act</li> <li>• Watergate</li> </ul> </li> <li>• Space Race               <ul style="list-style-type: none"> <li>• National Defense Education Act</li> <li>• Moon landing</li> <li>• NASA</li> </ul> </li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Paintings, pictures, and political cartoons</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Tables, graphs, and charts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 9: Postwar United States</b></p> <p>PO 3. Describe aspects of post—World War II American society:</p> <ul style="list-style-type: none"> <li>a. Postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill)</li> <li>b. Popular culture (e.g., conformity v. counter-culture, mass-media)</li> <li>c. Protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez)</li> <li>d. Assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)</li> <li>e. Shift to increased immigration from Latin America and Asia</li> <li>f. Space Race and technological development</li> </ul> <p><b>SSHS-S1C9-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Postwar prosperity <ul style="list-style-type: none"> <li>• Effects of postwar prosperity</li> <li>• Growth of suburbs</li> <li>• Shift in population to the Sun Belt</li> <li>• GI Bill</li> <li>• Baby boom</li> </ul> </li> <li>• Popular Culture: <ul style="list-style-type: none"> <li>• Shifts in pop culture</li> <li>• Effects of mass media</li> <li>• Development of consumer culture</li> <li>• Development of counter-culture</li> </ul> </li> <li>• Protest Movements</li> <li>• Movements that cause social and political change <ul style="list-style-type: none"> <li>• Civil rights movement</li> <li>• Anti-Vietnam War movement</li> <li>• Women’s rights movement</li> <li>• Farm workers movement</li> </ul> </li> <li>• Shifts in immigration patterns to the United States</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Tables, charts, and graphs</li> <li>• Paintings, pictures, and political cartoons</li> <li>• Maps</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 10: Contemporary United States</b></p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>SSHS-S1C10-1</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 10: Contemporary United States</b></p> <p>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>SSHS-S1C10-2</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 10: Contemporary United States</b></p> <p>PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.</p> <p><b>SSHS-S1C10-3</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
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<p><b>Geography Concept 1: The World in Spatial Terms</b></p> <p>The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</p> <p>PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, and situation).</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
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## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<b>Concept 1: The World in Spatial Terms</b>  PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 1: The World in Spatial Terms</b>  PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 1: The World in Spatial Terms</b>  PO 4. Use an atlas to access information.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Geography Concept 2: Places and Regions</b> Places and regions have distinct physical and cultural characteristics.  PO 1. Identify the characteristics that define a region:  a. physical processes such as climate, terrain, and resources b. human processes such as religion, political organization, economy, and demographics	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>

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<b>Concept 2: Places and Regions</b>  PO 2. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 2: Places and Regions</b>  PO 3. Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 2: Places and Regions</b>  PO 4. Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 2: Places and Regions</b>  PO 5. Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>



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<p><b>Concept 2: Places and Regions</b></p> <p>PO 6. Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 2: Places and Regions</b></p> <p>PO 7. Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Geography Concept 3: Physical Systems</b> Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. <b>Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.</b></p> <p>PO 1. Analyze how weather and climate (e.g., the effect of heat transfer, Earth's rotation, and severe weather systems) influence the natural character of a place.</p> <p><b>Connect with: Science Strand 6 Concepts</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p>Reinforced in Social Studies but assessed in Science</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p>1, 2, 4</p> <p>PO 2. Analyze different points of view on the use of renewable and non-renewable resources in Arizona. <b>Connect with: Science Strand 3 Concept 2</b></p> <p>PO 3. Analyze how earth's internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical, water and carbon cycles, erosion, deposition) influence the character of places. <b>Connect with: Science Strand 6 Concepts 1, 2</b></p> <p>PO 4. Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.</p>		
<p><b>Geography Concept 4: Human Systems</b> Human culture, their nature, and distribution affect societies and the Earth.</p> <p>PO 1. Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<b>Concept 4: Human Systems</b>  PO 2. Analyze push/pull factors that contribute to human migration.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 4: Human Systems</b>  PO 3. Analyze the effects of migration on places of origin and destination, including border areas.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 4: Human Systems</b>  PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism,” trade, and outsourcing).	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 4: Human Systems</b>  PO 5. Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>

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<b>Concept 4: Human Systems</b>  PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 4: Human Systems</b>  PO 7. Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 4: Human Systems</b>  PO 8. Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.	<u>Content Emphasis:</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>

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<p><b>Geography Concept 5: Environment and Society</b></p> <p>Human and environmental interactions are interdependent upon one another. Humans interact with the environment – they depend upon it, they modify it, and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.</p> <p>PO 1. Analyze how the Earth’s natural systems (e.g., Gulf Stream permitting habitation of northern Europe, earthquakes, tsunamis, periodic droughts, river civilizations) affect humans.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 5: Environment and Society</b></p> <p>PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between developed and developing nations, why people continue to build in disaster-prone places).</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

## POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL U.S. HISTORY

<p><b>Concept 5: Environment and Society</b></p> <p>PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).</p> <p><b>SSHS-S4C5-PO3</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Changes in natural environment affect American society</li> <li>• Dust Bowl</li> <li>• Hurricane Katrina</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Photographs</li> <li>• Tables, graphs, and charts</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Concept 5: Environment and Society</b></p> <p>PO 4. Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management) on the environment.</p> <p><b>SSHS-S4C5-PO4</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Effects of human use of technology on the environment</li> <li>• Tennessee Valley Authority</li> <li>• Dust Bowl</li> <li>• Deforestation</li> <li>• Dam Building</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Photographs</li> <li>• Tables, graphs, and charts</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>•</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

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<p><b>Concept 5: Environment and Society</b></p> <p>PO 5. Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals).</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 5: Environment and Society</b></p> <p>PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century).</p> <p><b>SSHS-S4C5-PO6</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Government regulation of natural resources</li> <li>• Progressive Conservationism</li> <li>• Environmentalist Movement</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Photographs</li> <li>• Tables, graphs, and charts</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• </li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Concept 5: Environment and Society</b></p> <p>PO 7. Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p><b>Geography Concept 6: Geographic Applications</b> Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</p> <p>PO 1. Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 6: Geographic Applications</b></p> <p>PO 2. Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 6: Geographic Applications</b></p> <p>PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>